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ABSTRACT

By joining bodies of research in media theory, cultural studies, and critical pedagogy, this book offers a vision of learning that values social empowerment over technical skills. An inquiry into the existence and range of models equipped to cultivate critical teaching and learning in the Internet-supported classroom, the book argues that media literacy offers the best long-term training for today's youth to become experienced practitioners of 21st-century technology. It intends to help educators develop and provide concrete learning strategies that enable students to judge the validity and worth of what they see on the Internet as they strive to become critically autonomous in a technology-laden world. Unlike other studies that provide a broad sociohistorical context for the development of theoretical uses of new technologies in the classroom, the book lays the groundwork for establishing critical thinking skills that will serve students' interests as they navigate this vast and complicated cyberterritory. Following the Introduction, chapters in the book are: (1) Reconceptualizing Learning for the Cyber-Classroom; (2) The Political Economy of Cyber-Media; (3) Moving beyond Literacy Theory; (4) Easy Solutions for Complex Problems: Internet Restrictions and Resources; (5) The Limits and Benefits of Technology Initiatives in Massachusetts Schools; and (6) Empowerment over Censorship: Using Media Literacy in Cyberspace. Appended are: 1998-1999 Massachusetts Lighthouse Technology Grants: Project Summaries; and Bloom's Cognitive Domain of the Taxonomy of Educational Objectives. (Contains 145 references and 13 tables.) (NKA)

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